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ABSTRACT

Presented is an instructional module designed to assist teachers in understanding and developing plans for motivating students. The instructor's guide contains objectives, learning activities, a pre-post test, and extending activities. Also included is a set of materials for participating teachers to use in conjunction with the learning activities and further studies. Listed in the bibliography are classroom materials, teaching guides, and scholarly papers on motivation. (Author/WB)

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MOTIVATING STUDENTS IN A CLASSROOM SETTING

A GROUP INSTRUCTIONAL MODULE

FOR TEACHER EDUCATION CENTERS

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NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This group instructional module on motivation contains: 1) a guide for the group instructor with objectives, learning activities, a pre/post test, and extending activities for use if time permits or if teachers want additional instruction on their own; and 2) a packet of participant materials required for the learning activities and optional for further study. The instructor may reprint the attached bibliography for teachers which includes classroom materials, practical teaching guides, and scholarly sources on motivation.

The author would like to recognize and thank past colleagues for their contributions: Charles Hersey Adair, Susan Lawrence, Frank Layne Wood, and Robert Stevens.

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"There's only one boss and I'm it. If I tell'em to do something, why, it's their job to go and do it."

--Red Auerback
Boston Celtics

GROUP INSTRUCTOR'S GUIDE

INSTRUCTIONAL GOALS:

1) *Participants will develop an adequate and useful conception of motivation;*
2) *The participants comprehend six approaches to motivating students in a classroom setting, the utility and implications of each;*
3) *The participants will use their understanding of motivation and given principles of human motivation to explain behavior and to develop classroom strategies to enhance learning of school subject matter; and*
4) *Participants will develop cooperative plans for applying approaches to, and principles of, motivation to their school operation, curriculum design, and classroom instruction.*

A. WHAT IS MOTIVATION?

If one were to ask experienced teachers to rank order some of the qualities or characteristics that they find lacking in their students, one would probably find motivation near the top of the lists. The application of principles of motivation provides a means of encouraging students to strive for excellence and to achieve their full academic potential.

Motivation, however, is one of those terms that is frequently used but whose meaning remains vague and slippery!

WHAT DO WE MEAN BY "MOTIVATION"?

Sample definitions: [Transparency]

"To motivate is to arouse and maintain goal-directed activity."

"To motivate is to move self and/or others to act."

"To motivate is to create general ideas of desirable future states which can be attained through selective systems and sets of actions."

"To motivate is to move self and/or others to take action toward a desirable future condition."

"To motive is to give intention, a purpose or a goal toward which self and/or others will take action."

WHAT HAVE YOU HEARD TEACHERS SAY ABOUT STUDENTS AND MOTIVATION?

We have all heard educators say, "These kids aren't motivated!" "These students just don't want to learn anything!"

CAN IT BE CORRECT TO CLAIM THAT STUDENTS WHO DO NOT LEARN, OR WANT TO LEARN, WHAT THE TEACHER HAS TO OFFER ARE NOT MOTIVATED?

Most, if not all, behavior is motivated. Students who do not seem motivated in the classroom are motivated, but not to accomplish what the teacher (or curriculum) has chosen for them to be motivated about.

Students are always "motivated." There is often a gap between the teacher's intentions and desired actions toward a desirable future....and the students'.

WHAT DO WE OFTEN HEAR TEACHERS SAYING IN CLASS TO GET STUDENTS "MOTIVATED"?

Many teachers say:

"When you get to college, you'll need this."

"This will be on the quiz Friday."

"I reserve the right to pop quizzes."

"Do you'all have any home training?"

"Write that 100 times."

"Outline the chapter."

"Detention or licks?"

These "motivational statements" reveal something about our perceptions of human nature and the desirable future states toward which we are directing our students.

In the 1960s Douglas McGregor published a theory of motivation which has become famous (The Human Side of Enterprise, New York: McGraw-Hill, 1960). He set forth two polar views of human nature and the concommitant motivation strategies required:

[Transparency]

THEORY X	*THEORY Y*
1. Persons inherently dislike work (school, learning, studying) and will avoid it if they can.	*1. The expenditure of physical and mental effort in work (school, learning) is as natural as play or rest.*
2. Persons must be coerced, controlled, directed, and threatened in order to make them work (study, learn).	*2. Persons can exercise self-direction and self-control in the service of objectives to which they are committed.*
3. The average person prefers to be directed, wants to avoid responsibility, and has low achievement goals.	*3. The average person learns, under proper conditions, not only to accept but to seek responsibility.*

[Extending handout available in Appendix]

HOW WE MOTIVATE STUDENTS IS INFLUENCED BY OUR VIEW OF HUMAN NATURE. WHERE DO YOU FIT? X OR Y? WHERE DID OUR EARLIER TEACHER STATEMENTS FIT?

Remind teachers that these are polar points on a continuum.

For a Theory Z on the Japanese industrial experience, see William Ouchi, Theory Z (Menlo Park, CA: Addison-Wesley, 1981).

While much of industrial America has been built on Theory X, it is changing. Certainly, some students for various reasons are dealt with at Theory X levels, but that is hardly a desired state. Any use of Theory X motivation ought to be used transitionally in pursuit of Theory Y goals.

IS THAT JUST SO MUCH PROFESSORIAL IDEALISM?

Let's turn to two practical, every-day, kinds of cases which arise in schools. Two teachers are confronting problems of motivation. One is rather unsuccessful, but the other seems pleased.

One half the group will read case #1. The rest should read case #2. Try to answer the following questions to your satisfaction. Feel free to write on the case in your packet.

1. *What is the problem in your case?*
2. *How might a Theory X teacher respond? Why?*
3. *How might a Theory Y teacher respond? Why?*
4. *How do you explain the problem in your case?*
5. *What would you do to resolve the problem?*

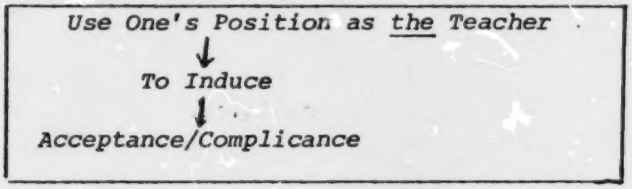
Note: The discussion must make the point that the perception of pay-off was quite different in the two situations. What was taught by FitzPatrick was perceived as meeting student concerns, that is the requested action (learning) was directed toward a valued future state. Barton's material was unjustified. He could not defend it rationally to his students, and came off as an aimless tool of a remote officialdom.

Note: There is an optional handout on Theory X/Theory Y in the Appendices, if teachers want to know more about this and time will permit.

B. CLASSROOM APPROACHES TO MOTIVATION

At this point it will be useful to review six styles of motivation which teachers have used. Each will require some explanation and commentary. As we go, we will underscore principles of motivation which are useful in classrooms.

APPROACH I [Transparency]

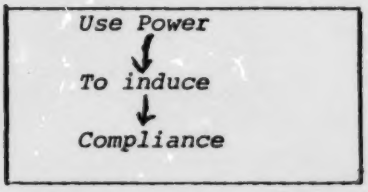


Historically, in our culture the teacher has been given an ascribed status. This status was used to legitimatized all expectations and requests from the teacher and the curriculum. The value of education and the role of the teacher were clear. There was consensus about the value of education and thus the power of the teacher. See the Red Aurerback quotation:"I am the boss."

While teachers are often confused by this today, in most communities the role of teacher is given achieved status, not ascribed status. The teacher must earn legitimacy as to expectations and power.

To do something because the curriculum or the teacher "says so" is archaic. We may lament the passing of the "good old days," but they are gone!

APPROACH II [Transparency]



This is the stick of the carrot and stick method! Teachers have used reprimands, anxiety, fear of "licks"and detentions, extra assignments, verbal embarassment, plays to raise shame and guilt, calls to parents, low grades, and so forth to get students to behave and to learn.

Of course such coersive techniques might be needed to control a class of 35 students or perhaps to motivate some students. Certainly those accepting Theory X views of human nature will accept these techniques.

But the bigger challenge is in getting punishments which will work. What does a failing grade mean to a student who doesn't expect success? Is the threat of "licks" a big deal to a student who regularly receives them at home or at school?

One may get the desired behavior at the moment, but this will have little long term effect on learning.

APPROACH III [Transparency]

This is the carrot of the carrot and stick method.

Behavior modification strategies involve dolling out positive rewards to students as they perform desired tasks. The teacher contolls the allocation (and denial) of significant and valued rewards. Teachers have successfully used:

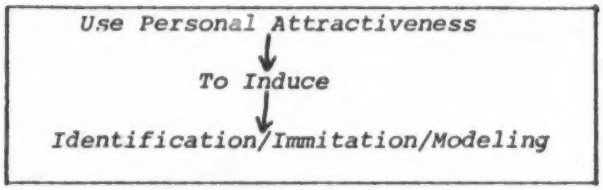
smiles	*words of praise*
good grades	*words of encouragement*
M&Ms	*prizes*
points	*free time*

The trick for the teacher is to come up with rewards which are powerful and effective with the students in the class. The reward ("pay off") has to be such as to overcome the reward of doing what the teacher does not want! In economics this is called opportunity cost! Positive and powerful incentives are needed.

Teachers, perhaps, do not always control appropriate rewards for all students. Culture imprints what turns people on, at early ages. Consider the child of the ghetto. Time may have no meaning--there isn't even a clock in the home. Rules are not enforced at home. There is no expectation of social success. With low goals, the usual school rewards have little power.

Most school rewards are based upon equations such as "Good grades = good job = good money." These old equations have been called into question and do not work for all folks in schools (like teachers?).

APPROACH IV *[Transparency]*



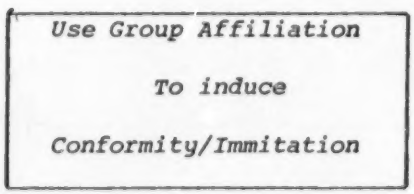
Here the teacher uses his or her personality and competency to get students to identify with him or her and thus to pursue the expected goals.

Identification occurs when a person or group accepts the influence of another person because they want to maintain a satisfying relationship with that person. Joe Namath uses this to sell Dingo boots, Hamilton corn poppers, and panty hose! But May might enroll in an ecology course or undertake a research project to identify with a respected teacher. For this approach to work, the teacher has to be a respected,"significant other."

But this approach is more than personality. The teacher can (and should) be a role model of some adult competencies for students to emulate. The teacher may exhibit some style which students find significant and worth trying out in their own life: dress, hairstyle, speaking ability, knowledge of politics or agriculture, bee keeping or writing poetry.

Identification with a teacher can bring status, self-esteem, and general ego-enhamcement. Modelling a respected teacher is educative.

APPROACH V *[Transparency]*

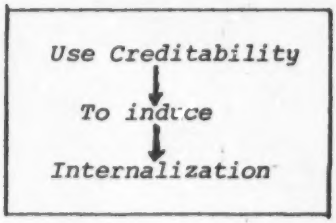


Students generally want to affiliate with significant others. They want a sense of belonging, connectedness with significant others. They value group membership and the identify which this brings. In addition, they was to play useful roles, which can be attained within groups.

School clubs and athletic teams have used this with success as motivation. But can it be used in the classroom?

SHARE SOME STORIES ON THE APPROPRIATE USE OF GROUP AFFILIATION TO MOTIVATE CLASSROOM LEARNING.....

APPROACH VI [Transparency]



Here we have switched from extrinsic motivation to intrinsic motivation. That is, all the approaches to this point have relied on incentives outside the act of learning. Intrinsic motivation relies upon rewards (potential or actual) in the act of learning itself. The attempt is to make learning its own reward.

It is based upon the perception that the teacher, the course, and/or the assigned learning activity have valuable things to teach which will help one progress to a valued future condition!

PAY OFF: The learning activity must hold promise of success at something which the learner values as the result of his pervious experience, goals, and culture. The task and product have to be perceived as valuable.

COMPETENCE MOTIVE: Research has shown that people tend

to want to be competent in the skills of significant others and in the skills of the adult world. Children want to have the competencies of children several years older than them. They want to be powerful, skilled.

CURIOSITY MOTIVE: There is an innate curiosity about things which are perplexing, or unclear. People want to understand, to solve problems. There is an intrinsic motive to explore, to mess about with, to manipulate that which evokes curiosity. People what to make sense of their world.

COGNITIVE CONSANCE AND DISSONANCE: People want a certain closure --a certain consistency to their understanding of the world. Information or events which cannot be explained by what they know, are perplexing. They will try to build new knowledge to explain, or will become rigid and ignore the new information to protect themselves and beliefs.

WHAT MIGHT EACH OF THESE FORMS OF INSTRINSIC MOTIVATION LOOK LIKE IN A TEACHER'S LESSON PLAN...OR IN THE CLASSROOM?

In summary, when one adds up the six approaches to motivating students in the classroom, you get a model with levels of pre-potency for the teacher's use:

[Transparency]

VI	*CREDITABILITY (INTRINSIC)*
V	*GROUP AFFILIATION*
IV	*PERSONAL ATTRACTIVENESS*
III	*REWARDS*
II	*POWER*
I	*STATUS AS THE TEACHER*

Level IV is the highest and most appropriate for academic achievement. But is is demanding for students who are moved by lower levels. It is appropriate for the teacher to employ the highest level to which students will respond. However, as all teachers know, with 35 students they are at different levels! Therefore, motivating students in a classroom requires multiple techniques --and the art of a fine teacher.

Note: If time and teacher interest permit, there is a handout (optional) in the Appendices on The Development of Personal Identity. This offers a solid treatment of the drive to competency and the difficulties youth face in school environments.

Note: If time and teacher interest permit, there is an optional handout in the Appendices on Conceptual Style, Learning Environment. It deals with learning styles and the amount of instructional structure required. This is important in discerning appropriate motivational approaches.

C. *CASES AND MOTIVATIONAL PRINCIPLES*

There are twenty-one realistic classroom oriented cases in the participants' packet. The group leader might assign one to each participant, or select several to do in common. In either event, participants should read the cases and try their hands at explaining the behavior described in the cases. *[Refer to Participant Packet]*

The group leader should have the participants state the PRINCIPLES OF MOTIVATION which underly their explanations! Get these principles down in notes and/or written on the chalkboard.

As participants work through their explanations, the group leader should reenforce the previous activities on Approaches to Motivation: Power, Rewards, Attractiveness, Group Affiliation, and Creditability/Intrinsic.

A list of principles of motivation is also printed in the participants' packet. Many of these should emerge from the discussion of the cases. The group leader should refer participants to this list of principles. *[Refer to Participant Packet]*

The point of all of this is to develop PRESCRIPTIVE PRINCIPLES for teachers to use in explaining motivation and for use in designing lessons which are MOTIVATING!

This activity should close with a review of "The Elements of Building Motivation to Learn" list. *(Transparency, also see the Participant Packet]*

D. DEVELOPING COOPERATIVE PLANS FOR ACTION!

At this point the participants take over the "training" and work in natural groups to develop plans to assist one another in motivating students. They might:

1. *plan to review one anothers' lessons;*

2. *plan to meet and brainstorm motivating activities and lessons within their subject matter disciplines;*

3. *plan to review school rules and organization to generate student interest;*

4. *plan to remind one another about the principles of motivation on a periodic basis;*

5. *plan school or subject matter programs to heighten interest (e.g., outside speakers, performance awards, etc.);*

6. *plan to work with school officials to make the physical plant of the school more attractive and comfortable;*

7. *plan to build school spirit around academic improvement;*

8. *plan a reference book on intrinsically motivating activities in each subject matter discipline;*

9. *plan to review ALL required subject curricula for relevance to real world adult competencies; and*

10. *plan to bring adults into the school from all vocations ("callings") to give testamony on competency and motives to excell (against one's own standards of excellence!).*

"There's only one boss and I'm it. If I tell'em to do something, why, it's their job to go and do it."

--Red Averback
Boston Celtics

PARTICIPANT PACKET

A. WHAT IS MOTIVATION: NOTE SHEET

TWO TALES OF TWO TEACHERS

1. Carlos Santa finally made it to Mr. Barton's room after school. He was absent and had four make-up tests to take, but had missed at least six make-up opportunities. Mr. Barton had been irritated and this was Carlos' last chance.

Seated at his desk, Carlos felt brave enough to pose some questions which had been bothering him all year. "Why," Mr. Barton,"Am I in this class? It's the mystery section of English Lit or something! No one seems to know what they're doing. No one can made sense of the stuff we have to read. I feel all screwed up in here." Carlos' next question was equally challenging: "Why are we studying the Ancient Mariner and The Tale of Two Cities, about a bunch of dead people who revolutionized somewhere? No one really cares. We never meet nobody like the guys in these books. We never even see people reading books like this stuff."

Mr. Barton just wanted Carlos to get busy with the tests--not engage in philosophy of education talk. He said sternly that the 10th grade English curriculum at Fenwick High had always included those books. His section was the mystery class, and it was no wonder that so many were failing. They'd never get into a good college, just join their families in the fields. "Now," Barton directed,"get on with the tests."

2. While new to Fenwick Middle School this year, Joe FitzPatrick had suggested with the 7th grade to preserve some semblence of the King's English. He taught grammar with a passion know only to devotees of Warriner's English Series! Sure his kids came from a "poor section of town" and little was expected of them by school officials. But FitzPatrick had his standards. He was,however, making little progress with the bottom section. He was about to give up on"them."

On the way home one afternoon he had a thought. He swung the car around and went to the drivers' license bureau to get a class set of the state drivers' manual. That night he read it over and prepared plans for teaching reading and writing using this manual.

Over the next nine weeks, Joe and his students studied faculty cars in the parking lot and the drivers' manual. They experienced cars. They wrote simple sentences about traffic signs. Sentence combining activities focused on tail lights and speed limits. One wit even wrote a poem (with many misspelled words) -- an Ode to the Traffic Judge.

While FitzPatrick was pleased with his students' response to English class, he was surprised. His principal and English Department colleagues were even more surprised.

1. What is the problem in your case?
2. How might a Theory X teacher respond? Why?
3. How might a Theory Y teacher respond? Why?
4. How do you explain what happened in your case?
5. What would you have done to resolve the problem?

B. CLASSROOM APPROACHES TO MOTIVATION: NOTE SHEET

ELEMENTS OF BUILDING MOTIVATION TO LEARN

1. Classroom Climate: Physical Conditions
   Social/Peer Group Conditions

2. Goal-Setting Toward Desirable Futures (Pay-Off):
   Short-term
   Long-term

3. Finding and Using Suitable Rewards

4. Building Expectancy of Success

5. Giving Good Feedback

6. Building Self-Esteem

7. Serving Up Appropriate Role/Competency Models
   (Standards of Excellence)

8. Developing Intrinsic Motives to Learn--
   Taking Personal Responsibility for Learning

Rodney F. Allen
1981

CASE 1

MARY HAD A LITTLE TROUBLE

In 8th grade math, Mary was lagging behing the class in solving long division problems. The teacher attempted to help her and eventually asked her to see Mrs. Cooper, the teacher's aide. Mrs. Cooper didn't listen to Mary's cries, "But, But I can't do long division!"

Mrs. Cooper sat her down and they started on problems. Mary talked through her process. Mrs. Cooper said "no" to solution #1. "No" to solution #2 and solution #3. but "Yes, well done!" to solution #4. On subsequent problems, Mrs. Cooper responded to Mary as she worked on each step. Finally, at the end of two hours Mary was tired, but she could do long division. Mrs. Cooper suggested that she relax, and then return to class. But Mary wanted to do two more problems, which she answered unaided with a correct solution. How do you explain Mary's persistence and success?

CASE 2

SCRATCHES ON THEIR MINDS

Mr. Parker entered the class. He flashed 25 adjectives on the overhead projector. He asked the students to write down five adjectives describing "Arabs and Turks." Once finished, he asked them to jot down five adjectives describing "Israelis." Then, he asked them to jot down five describing "Americans." He asked them to compare the three columns of adjectives. What similarities did they see? What differences? How would they explain the differences? How accurate were their lists? Did the lists tell them something about the peoples involved, or about their own perceptions? Parker's strategy worked. The kids debated their differences for the rest of the class and most were interested in his new unit on the Middle East. How would you explain the success fo Parker's strategy?

CASE 3

CUTT NG THE DECK

Miss Jones had her junior high history class reading from the textbook and answering questions for weeks. One day she located a new way to teach about slavery. It involved students building a conception of slave systems by catergorizing data cards into two piles representing two different types of slavery. She was not convinced that it would work, but she decided to try it because the kids were getting restless with text and questions. To her delight the students worked hard in categorizing the cards. They persisted for the entire period, shuffling and rearranging the cards until satisfied. The next day the class bubbled with enthusiasm during a discussion of the two slave systems. Mis Jones was amazed! How do you explain this enthusiasm?

CASE 4

THE REAL NEED

Dale had been in the required civics class for three marking periods. Each time he received a "70," just passing. He never did more than absolutely necessary to pass and was never enthusiastic. Then, after the midyear exams Dale seemed curious about civics as the class began an investigation of the Bill of Rights. Dale actually read the test, asked questions with vigor and attended to his classmates' points of view. The teacher was amazed and wondered what happened. He called Dale's parents and found that Dale's best friend has been arrested for the possession of drugs. The friend claimed that his rights were violated and has discussed this with Dale and his parents. How would you explain Dale's interest in this civics topic?

CASE 5

MR. FIX-IT

Harry has been successful in fourth grade geography this Fall and he studies hard. Yet he doesn't relate well to the other students in the class. He tends to ignore them. The time not spent directly on learning tasks is absorbed in pestering Mrs. Owens, the geography teacher, for extra work. "May I adjust the shades? "May I empty the trash, and dust the chalkboards, arrange the chairs or carry those books for you?" It's not that Harry is bored. He arrives at school early to help Mrs. Owens. He leaves late. Mrs. Owens knows that Harry is not conning her for a better grade (he gets "A's"), but she can't explain his behavior. Can you?

CASE 6

PERCEPTION AND CONCEPTION

The world geography class was styding about President Nasser's attempts to mold a "New Egypt" by pursuing domestic policies of agricultural reform, industrialization, and population control. Back in the fourth row, Sol read the material and discussed the readings, but interjected an occasional jibe about Nasser's military impotency. The teacher smiled since Sol was a pleasant fellow and was performing well in discussion. However, on the mid-term exam, given months later, Sol could not support his essay on Egypt with much specific evidence. His classmates did well, but Sol fell below his usual performance. The teacher specially noted that Sol recalled mostly negative things about Egypt and stressed these in his essay. He did not show the empathy and the attention to detail here as he had in his earlier essays on India, China, and Israel. How might the teacher explain this?

CASE 7

COME UP AND SEE ME SOMETIME!

Joe was uptight. He has an enunciation problem, especial'y when reading aloud in front of others. It's not that he can't read. He is quite smart and is interested in world cultures. Last year he got "A's" from Mrs. Harry, but this year he tries to cut class, spending World Cultures class in the john or in the lunchroom. The principal has threatened to suspend him. He has served numerous detentions, but still cuts Mr. Allen's World Cultures II class. It seems that Allen occasionally makes his students read aloud in class and enact little playlets. Joe simply cuts out. How do you explain Joe's behavior?

CASE 8

NEW NEWS

In September, Judy informed her "Problems of Democracy" teacher that she had no intention of reading Black Like Me or of discussing racial issues. She didn't. In October, when the class studied anti-semitism, Judy ignored the topic and sat passively, knitting a sweater! The teacher was irritated! He arranged a conference in which she refused to read about "niggers" and Jews who were "pushy." She refused to discuss the matter again. She had talked to here parents and they felt the same way. The teacher confirmed this with a phone call to her father. He once worked for a Jewish businessman and had served in the Army with Negroes. This experience wasn't pleasant, according to his version. He noted that right now, his daughter had to compete with Negroes at school and teachers "gave them higher grades" and "down-graded my girl" to please the N.A.A.C.P. "bunch."

The teacher concluded the conversation with the father and was frustrated in teaching the daughter. Why did Judy refuse to participate in the POD topics?

CASE 9

SOLVING THE PROBLEM

In ninth grade, Sam had difficulty solving geometry problems. He couldn't get the hang of it. His teacher posted the test papers with the lowest grade, almost always Sam's, and derated him in front of the class. Sam wanted to learn. He wanted to know, and then, he wanted to escape the teacher's pressure. But to make matters worse, his father "helped" him with his homework and got exasperated at Sam's inability. It was a bad year.

In tenth grade Sam has to repeat geometry with a different teacher. This teacher was supportive and spent hours working with Sam after school so that he wouldn't have to have his father help him at night. Yet Sam couldn't seem to attempt new ways to see the problems or try new approaches to a solution. His approach was tense and rigid. He stuck to the A, B,C, approach drilled at him in the ninth grade. Why?

CASE 10

I CAN'T, MR. DALE

Over the door of Mr. Dale's remedial social studies classroom, hangs a sign, "Special Education." These students do not learn as well as most others in the school. Test scores show that many of the slow learners are potentially the same as the average student in the school, yet they have a history of repeated failure and social promotion. Mr. Dale believes in his students and really socks it to them in every learning situation, but they do not rally and learn. Confusion and failure are normal. Why isn't he more successful?

CASE 11

BLOW UP

Sidney was a sincere boy whose father urged him to excell in school. Having barely made it through seminary, Sid's father was more often appreciated for his personal efforts rather than his sermons each Sunday. Like father, like son. Man and boy aspired to greater intellectual achievements than were in their grasp. At school Sid would tackle anything. His English teacher, trying to find some reason to pass him agreed to a contract. Sid would write a sonnet that would determine his grade for the six weeks period. With dedication and enthusiastic encouragement by his father the would-be Browning gave his all. Over and over he wrote with an eye to meter, an ear to euphony. He only wanted to do a superior job, to produce what would really be beautiful. His standards rose as to complexity of the task revealed itself and as writing decisions became more critical. Yet his work was trash, so bad that even Sidney recognized it. He broke down and cried. All of this perplexed the English teacher. The writing wasn't really that tough and Sidney wasn't really that incompetent. Why is it that Sidney failed in his effort?

CASE 12

TOGETHERNESS

Miss Otto noticed that four boys were not interested in her teaching of local history. She tried to make it exciting but couldn't get their attention and contributions. Each boy, a better than average student, studied enough to get excellent grades but didn't interact in class discussions. Finally, Miss Otto spoke with the boys in private. They said class was dull and that they wanted to explore a particular topic on their own. Miss Otto established a committee, as suggested by the boys, which included Rollo, a new student from Columbia. After two weeks of work a superb report was presented to the class on local attitudes toward "aliens." Miss Otto learned that the boys had virtually lived together for two weeks interviewing parents and friends, visitng the library, and staying overnight together on weekends. Rollo was a significant actor in the group and made unique contributions. All seemed delighted with their performance. How do you explain this group enthusiasm?

CASE 13

I THINK I CAN, I THINK I CAN

Mr. Melvin was having a most difficult time getting his literature class to learn. He watched some of his colleagues threaten kids with physical abuse, put them in closets, and fan the paddle! Melvin couldn't do that. He could not threaten, or employ power or embarass students in class. It violated his sense of purpose and his social philosophy.

Instead, Melvin chatted with the kids outside class to find out what turned them on. Meanwhile, he went about teaching. He lectured, asked questions, and duplicated special literary pieces on topics which he predicted should interest his kids. After a week or two, he found some students were reading. They talk about that bit of Hamlet, that Sidney Harris column, that E. E. Cummings' poem. They were finding <u>meaning</u> in literature. How would you explain this change in attitude?

CASE 14

CONFUSED MRS. SMITH

Betty Smith was teaching the social studies course, and has been talking about the urban problems this Spring. It was a small class and she was a good teacher, so she had been able to arouse a keen interest and understanding on the part of the students in the course. After she had discussed the topic of "urban riots" in the class, she gave the students reading assignments and fixed a date for class seminar on the topic. The students were very enthusiastic and participated with full vigor and involvement and had a lively discussion of the problem. Betty Smith was so pleased with the success of discussion of that she decided to make arrangements for its recording and viewing on local educationl T.V. and informed her students that they will discuss the same problem on T.V. To ensure highest motivation, she said the seminar will be used instead of a term paper for evaluatine their grades.

To her dismay, the discussion on T.V. turned out to be very poor. Students were very rigid, and kept quoting figures and facts, with no evidence of their insight and analytic approach to the problem as they had shown in the class on previous occasion. Mrs. Smith was very disappointed and confused, and could not explain why the students would perform so poorly on T.V. when they has been so splendid in class. Can you?

CASE 15

A "B" REPORT, MORE OR LESS

After several weeks of preparation students were "reporting out" on their projects in Jim More's class. Jim, believeing in continuous evaluation, not only graded each student report but took note of the content and class interest. He was not surprised that the class asked more questions of the boys who were good athletes and less of those who were quite "bookish" even though the content and organization of the scholarly student's reports was superior. When he gave a test at the end of the project most of the questions were derived from reports made in class. Jim was surprised to find that his test showed that the class learned most from the poor reports of the popular students. How can you explain this?

CASE 16

DRESSING UP PLANE GEOMETRY

Ellen persisted in sketching models of various dress designs during second period. This may be just fine in first period home economics, but Dustin Sowards, the geometry teacher, would not put up with it. Attempting to motivate her toward his "educational objectives in mathematices," he suggested that she looked into cubism in the art class and begin to doodle with logically related symbols.

Ellen thought he was really strange but asked her art teacher about the matter. She got all excited about "A" lines, symetry, parallel construction, in the new Fall fashions. Later at home Ellen asked her mom, a part-time professional dressmaker, and was told to look at the pattern book which had just arrived in the mail. Sure enough, the forms that the art teacher had identified seemed to be coming in this Fall. The next day she showed some of her sketches to Mr. Sowards who enthusiastically asked her to put the models on the board and the get a tape rule, a parallel rule and a random sample of girls in the class. Before long, she was going down the complex road of form and function. Why was the effort to motivate Ellen successful?

CASE 17

THE HORN AND A DILEMMA

James had been playing the trumpet for six years. He was very talented, according to his teacher who constantly pointed toward a career in music and James' certainity of success. However, in tenth grade, James heard his gym teacher talk about the football team and James' size and running ability. James' football prowse was considerable and he knew it, but he couldn't play in the band and play football on Saturday mornings!

Suddenly, it seemed, James dropped the band and his horn for football. His former music teachers were amazed. His parents were perplexed. How would you explain Jim's decision?

CASE 18

JOHNNY CONTRACTS SUCCESS

The senior high physics teacher requires all students desiring "A's" to complete extra laboratory work which requires time, dilligence, and the use of mathematics. One student, Malcolm, claims that he doesn't want "A's" and never takes the extra lab sessions with the rigorous examinations. He does, however, attempt to boost his grades by doing book reports. Last week he reviewed The Life of Count Rumford and Harriet's Madam Currie. Malcolm gets "A's" on these reports, just as he gets "A's" in his history and English courses. Still he can't get "A's" in his physic course. Why does Malcolm persist in his reluctance to take the extra labs and exams?

CASE 19

LOOK FORWARD, ANGEL

Angel Krouse was really excited about the first day of eighth grade and her first class in Mr. Adair's health class. Her friends had been talking about Adair's classroom technique and the interesting discussions which he held throughtout the year. Certainly, he was tough on exams. But her friends liked the class and she wanted to be a medical technician so Adair's class was her bag.

Well, you might think that Angel is a rara avis, but how do you explain her attitude?

CASE 20

A STRATEGY OF GEORGE BURDINE

George Burdine and his father were both pursuing their high school diplomas in the evening, adult program at Jackson High. Mr. Burdine had permitted George to drop out of school and become a plumner's apprentice in his small contractural firm with the promise that he would finish his studies at night.

Their teacher in U.S. History was chargrined to note that neither father nor son had completed his homework one night. It seems that a big job building a new school had been keeping them working overtime. The teacher called Mr. Burdine out of class and said, "If you don't complete this assignment you will appear rather in your son's eyes, won't you? Now let's get it in as fast as possible." After class George was called out and told, "Your grade will be lowered a letter for each day that you delay doing your assignment after tonight. Now, let's get it in fast." Why did the teacher attempt to motivate the two students with the prospect of different rewards?

CASE 21

THREE CHEERS

It had always worked. Betty Sue Evans appealed any grade below "B" on the grounds that as a cheerleader her average must be high and that her tremendous effort to help the team had caused a momentary reduction in her academic efforts. Mr. Patterson, her teacher in psychology, know this to be true and warned her in advance to be sure and complete her class project on time. Yet as in past cases, she hurried at the last moment and did a poor job. She got a "D" and appealed the grade?" When asked why she didn't heed the warning, she replied, "I did, but things just didn't work out right. What can I do to bring up my grade?" Mr. Patterson know that it would be a blow to Betty Sue when he told her, "No, you may not. Can't you see why my warning was in vain--think about what we have been saying in class about motivation and rewards." What kind of explanation do you think he would make to her parents or a colleague?

PRINCIPLES OF MOTIVATION: NOTE SHEETS

PRINCIPLES OF CLASSROOM MOTIVATION

1. Be certain that there is a perceived pay-off to learning what you are asking students to learn.

Motivation is getting persons to pursue a desirable future condition. What is the desirable future that mastery of what you are teaching leads to ward? Does it lead to adult, real-world competence? Does it give students power that they did not have before instruction? Is this clear to the students? Remember the computer proverb: Garbage in, garbage out!

All human beings have an intrinsic motive to be competent (able, fit, efficacious) in coping with their environment. This drive may be seen as a need to know or a need to be autonomous in interacting with the environment, without relying upon others or others' knowledge.

2. Enlist the support of peer groups within the class, building support for achievement in classroom learning.

During late childhood and early adolescence, students feel a need to please their peers. They develop a drive which causes them to redirect their tendencies to affiliate from parents to peers. While academic competition in the classroom constitutes a powerful motivating factor, the desire for peer approval may depress academic achievement when such achievement is valued negatively by the class.

Achievement motivation in school setting possesses at least three component drives: 1) cognitive drive (the need to know), 2) ego-enhancement drive (the need for self-esteem and primary status), and 3) affiliation drive (the need for approval from a superordinate individual or group which by identification provides derived status).

3. Increase the liklihood that students will experience success.

Everyone is motivated by success. How many of us look forward to doing something we can not do well? Repeated failure breeds nothing but frustration. For the disabled reader, most school experience in the past has resulted in frustration because he could not keep up, could not compete with fellow classmates, and lacked basic competencies. Thus, this principal of motivation is very important. Within the classroom, teachers should try, as much and as often as it is feasible, to arrange that every student in the class enjoy success. Assignments should suit the ability level of pupils. As students then successfully complete assignments, they will be motivated by that success. This is not always possible, of course, and this strategy alone will work no miracles, but it is a positive beginning for the student who has been frustrated by repeated failures in school.

Persons tend to set their sights on that level of achievement that they can reasonably obtain in order not to be burdened with the fear of failure or its consequences. Persons with high achievement motivation and low test anxiety choose challenging tasks. Persons with low achievement motivation and high test anxiety choose fewer challenging tasks, and safer ones.

4. Act in ways that will strengthen the self-esteem of students.

Positive reinforcement may be the best way to achieve this principle. Rather than constantly pointing out students' errors or failings, try to concentrate on students' accomplishments. If students can see that their efforts are bringing results and that their successes are noticed, their opinions of themselves as learners should improve.

A favorite subject tends to get that way because the person seems to do well at it, because the subject was associated with liked or admired friends, relatives, or instructors, and because the person was relatively comfortable when in the presence of the subject or activity. The three factors encouraging approach responses to a subject are: the conditions that surround a subject, the consequences of coming into contact with a subject, and the way that others react toward a subject (modeling).

5. Exhibit confidence in students.

Confidence usually results in positive performance. The self-fulfilling prophesy is one of the most significant features of current thinking in motivation. There is a great deal of research to support the contention that people who are expected to achieve will do so more frequently than others. Thus, if teachers have high (but reasonable) expectations for their students, research suggests that even the low achiever should respond favorably.

Learners approach tasks which they feel will have a positive affect and avoid things which have a negative, threatening affect. To the extent that affect or emotional tone is linked to an object, the individual will be motivated to seek or avoid that object in order to experience or escape from the resultant affective state.

6. Establish a climate of respect and openness.

If students fear ridicule or disfavor when asking questions or discussing readings, they are not likely to respond well either to your class or to you as a teacher and person. Your class, as too many before it, will represent only another threat to their already bruised egos. Encourage students to respect one another's right to express opinions and impressions. Do not dwell on incorrect answers to questions and always reinforce constructive discussion. If a mistake must be pointed out, focus on the content, not the person. Eventually, students should come to trust you and will not feel threatened in your classroom.

7. Interact with students personally as much as possible.

As noted before, failure to learn to read well can have devastating effects upon student self concept. Many children have great difficulty recovering from their sense of failure. This emphasize the importance of encouraging interaction with adults. "One way of overcoming the failure is regular adult contact and encouragement."

Showing personal interest in students can be beneficial. All too often, poor students are not given much positive personal attention. Taking the time to talk with students personally, even for brief periods, may result in increased interest in their classwork.

When children are asked to learn material in an emotionally charged, anxiety-ladened social situation, where the social risks and pay-offs are high, there is often evidence of learning blockage, debilitating anxiety, conformity and emphasis on facts rather than on analysis and abstraction. Performance is seldom satisfying.

Especially when coupled with punishment, frustration may produce extremely rigid behavior even after the barrier has been removed.

8. Enlist the help of parents.

The home environment has been proven in many studies to be a major factor in the development of school motivation. Too often, the parents have communicated to their children, either explicitly or implicitly, that schoolwork is unimportant. Parental encouragement and/or modeling can be a powerful motivator. All parents will probably not cooperate, but many may not be aware of the extent ot which their influence can help their child's problem. Parental encouragement can make a significant difference.

9. Provide frequent feedback.

Feedback from the teacher allows students to assess their performance and identify areas of strength and weakness. Feedback should include as much positive information as possible. Always point out improvements in the students' work. Feedback must necessarily include some negative evaluation or the student will not be aware of all of his weak areas. Critism should always be constructive, however. Include suggestions for how the student can improve in weak skills.

The student/teacher checklist is a useful tool in the area of feedback. The checklist should include a list of behaviors which have been set as goals for the student. They may be academic, personal, or both. Items to include on a checklist may include such things as: I have worked cooperatively with fellow classmates; I have satisfactorily completed this week's skills activities; and so on. The student should assess his performance on each item, perhaps using one to five rating scale. The teacher then evaluates the checklist also. This might be done once a week, and goals may change as students progress. Students should be encourage to set their own goals when they identify areas of weakness in themselves.

10. Use appropriate methods of reinforcement.

Reinforcement is the key to motivation. People behave in anticipation of positive and rewarding consequences. By "appropriate" motivation, I mean the following:

1. Rewards should always be contingent on performance. If rewards are given when they are not deserved, they lose their reinforcing value.
2. Do not give too much reinforcement; too much is almost as bad as none at all.
3. Reinforcement is personal: what reinforces one person may not reinforce another.
4. Dispense reinforcers as soon as possible after the desired performance occurs. Then the student will be more likely to associate the reinforcer with the performance.

With increasing age, material rewards are sought less as ends in themselves than as symbols of earned (achieved) status, prestige, and ego-enchancement. Remote goals become more salient as long-term ambitions displace the needs for immediate gratification as the temporal dimensions of the childs's psychological world expand and as his frustration-tolerance increases.

Methods of reinforcement vary with every teacher. Verbal praise is probably the most common. Others may include recreational reading, tokens, stickers, or stars (for younger students). Whatever the type of reinforcement preferred, using it appropriately should result in the greatest effectiveness.

11. Provide an appropriate mix of extrinsic rewards and intrinsic satisfaction.

Extrinsic rewards are rarely enough to motivate people on an ongoing basis. Students need to obtain intrinsic satisfaction from their work. Intrinsic satisfaction results from tasks that are interesting, varied, relatively short, and challenging. In addition, you should realize that excessive use of extrinsic reward can overwhelm intrinsic satisfaction. So be careful to provide an appropriate balance between external rewards and the intrinsic satisfaction that results simply from doing an appropriately challenging job well.

To increase motivation is to increase the opportunities for behaviors which serve these motives. The natural energies that sustain spontaneous learning are: 1) curiosity, 2) desire for competence, 3) aspiration to emulate a model, and 4) deep-sensed commitment to the web of social reciprocity. This "reciprocity" is a basic intrinsic drive to participate with groups in various task-oriented situations, playing various roles and making individual contributions to the group effort.

The cognitive drive or intrinsic motivation to learn is probably derived in a very general sense from curiosity tendencies and from related predispositions to explore, manipulate, and cope with the environment; but these tendencies and predispositions are only actualized as a result of successful exercise and the anticipation of future satisfying consequences from further exercise and as a result of internalization of the values of those significant persons in the family and subcultural community with whom the child identifies.

12. Provide opporunities for students to relate personally to the content under study.

Students will respond to content which relates to their personal life space. A history course wherein students tell of their family traditions as appropriate is more meaningful than a bunch of isolated facts. When students tell and others listen the message is that "I too am significant. My family is significant." Studying soil erosion in physical science -- look at local gullies! Studying agriculture -- get local farmers into class.

13. Attend to student attention span. Plan several activities paced into a class period. Variety IS a spice of life and learning.

A 50 minute period is a long one. One big lecture is tough to follow (Remember your college days?). Try at least two, if not three, activities in each class period. A film clip, a discussion, and a writing activity. A mini-lecture, a written reaction, and a discussion. A puzzle, a discussion, and a lecture.

A student's curiosity and exploration may be both elicited and selectively maintained in an instructional environment which provides for appropriate variation and change in both the stimulus characteristics of the subject material confronting the student and the responses required of him/her by these materials.

14. Use instructional materials and techniques which challenge students' conventional beliefs and what they think that they believe.

Every individual comes to a learning situation with certain "knowledges" - things a person knows about himself, his behavior, and his surroundings. These knowledges are usually in some state of consistency, for there is intrinsic drive to consonance. In a learning situation the existence of dissonance, being psychologically uncomfortable, will motivate a person to try to reduce the dissonance and achieve consonance.

All belief-disbelief systems serve two powerful and conflicting set of motives at the same time: 1) the need for a cognitive framework to know and to understand, and 2) the need to ward off the threatening aspects of reality. All individuals experience a drive for congruence - that is, they try to arrange the world of objects, people, and ideas into harmonious relations with each other, and they have an intolerance for inconsistency. This inconsistency may motivate a cognitive search for new relationships, or, conversely, it may motivate the "closed mind" to ignore new evidence which creates the inconsistency. In latter instance, congruence is perserved at the expense of learning.

"There's only one boss and I'm it. If I tell'em to do something, why, it's their job to go and do it."

--Red Auerback
Boston Celtics

APPENDICES

A. Bibliography

B. Pre/Post Test

C. Extending, Optional Handouts

D. Transparency Masters

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Student-Oriented Materials:

STUDENT MOTIVATION SERIES. Lively filmstrips in this classroom-oriented series are designed to stimulate the learning potential of low achievers. Comprehensive teacher's guides include objectives, presentation suggestions, and filmstrip scripts. Grades 6-12. Pentagram. 1978.
COMPLETE SERIES OF 2 PROGRAMS:
PTG 100-TI 8 color filmstrips, 8 cassettes, 2 guides $176.00

STUDENT SELF-IMAGE AND STUDY MOTIVATION. The development of each student's potential is encouraged in four fundamental areas: improving self-image, setting goals, creating good study habits, and developing classroom learning skills. Among other things, students learn about the incredible brain, the development of their real potential, the rewards of understanding, how to enjoy studying, and the value of effort and persistence.
PTG 011-TI 4 color filmstrips, 4 cassettes, guide $94.00

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Pre/Post Test Name_____

Please mark each statement below as either T (true) or F (false).

_____ 1. There is a point where excessive motivation will hurt a student's learning ability.

_____ 2. A student's achievement standards are relatively stable and do not vary from task to task or goal to goal.

_____ 3. High achievers most often have a fear of failure and are insecure.

_____ 4. Teacher expectations of students has a definite effect upon their performance. Higher expectations tend to elicit higher performance.

_____ 5. Social class and cultural background have little effect on achievement motivation in school subject matter learning.

_____ 6. Motivation presumes valuing, and values are learned. Therefore, motivation can be taught by teachers and the school climate.

_____ 7. Highly motivated students will be successful in learning school subjects.

_____ 8. Feedback on performance, especially positive and useful feedback, in an important ingredient in building motivation to master school subjects.

_____ 9. Success in mastering school subject matter tends to build motivation for increased learning of that subject matter.

_____10. Home training and environment impact students' motivation to master school subject matter.

_____11. Students are never "not motivated."

_____12. Group climate can help or hinder the development of motives to achieve in school subject matter learning.

_____13. Teachers who use the phrase "poorly motivated student" usually mean that the student is not excited about learning what they have to offer.

_____14. Discussions of student motivation focus upon the student most often, and not upon the payoff for mastering specific subject matter tasks.

_____15. The higher the payoff for students for mastering a learning task, the greater the anxiety about the task and their performance.

_____16. Today, achieved status is more important than ascribed status when a teacher uses her role to set achievement expectations and to motivate students.

_____17. Parents and teachers who expect students to achieve, and foster achievement by their behavior as well as words, more often produce the more successful learners.

_____18. For secure students, cognitive dissonance is a powerful and effective motivating technique in the classroom.

_____19. To motivate students, punishments and rewards are simply the most time honored and effective ways to get mastery learning in school subjects.

_____20. Generally, intrinsic motives to learn are relied upon less by school teachers than are extrinsic motives.

. . . . . .

List below the attributes and behaviors that a teacher in <u>your subject field</u> would have to demonstrate in his/her teaching and living to be an <u>appropriate and motivating</u> adult competency model for learners of that subject.

MORE ON McGREGOR, Theory X and Theory Y

Theory X leads to a heirarchial, authoritarian structure in organizations, including schools and classrooms. Theory Y does not lead to some laissez-faire, leaderless pattern where anything goes -- and usually does. Rather Theory Y offers participants in a group or organization a role in shaping its goals, procedures, etc.

Authoritarian	Participatory
Individual roles and responsibility are rigidly defined by others -- those in control	Responsibility is defined more flexibly with the participation of members in molding agreement on goals, roles, and obligations
Tends to foster competition among its members	Tends to foster cooperation and cohesiveness
Generally based on assumption that persons are passive, lack ambition, are indifferent to group needs and goals, and need to be controlled or directed	Involves assumptions that persons have the potential for self-development, the motives to perform to personal and accepted group goals, and the interest in managing group goals and procedures
Leaders' tasks are to direct, control, manipulate, and motivate others in the group	Leaders' tasks are directed toward facilitating members' achievements of agreed upon goals
Directives proceed downward, accountability is upward	Directives are openly derived by all participants, accountability for all on achievement of group goals
Production centered	Person centered

Questions do arise, however:

1. If a teacher believes in the assumptions of Theory X, how is this reflected in the way he/she operates in the classroom? If he/she believes in the assumptions of Theory Y, how is the classroom different?

2. How does one go about judging the most effective leadership in any classroom? In other words, is a teacher with Theory X or Theory Y likely to be more effective? *

*For a provocative discussion of this problem, read John W. Gardner, Self-Renewal (New York: Harper & Row, Publishers, 1963).

THE DEVELOPMENT OF PERSONAL IDENTITY

One of the clearest facts known about delinquency is that it is characteristically adolescent behavior. The problems of adolescence can be understood most fruitfully when we contrast the adolescent with the adult experience. Our concern here is to identify those features of adult roles which are part of "legitimate" identity, which, when fully developed, provide insulating self-concepts. Out of the organized institutional features of conventional adult community life, there appear to be produced four especially significant components of legitimate identity:*

1. A sense of competence, especially in (but not limited to) the work role. For most persons, work conveys the feeling that there is something not only that they can do, but that they do well.

   Today the sense of competence is sharply limited by the insularity of the school experience. While a number of types skills are possible (academic, athletic, social, musical, or others can provide a base of competence), nearly all derive their meaning as some type of student status. Student competencies are likely to have little or no meaning outside the school context, and to make little or no contribution to the well-being of the wider community. One can be the "best" student debator and still not feel to the slightest degree "relevant" or useful because such a competency has meaning only within the context of the school.

   In the context of alienated youth, this problem of competence becomes especially acute. With the massive rejection of the school as an institution, adolescents are cut off from even the limited conventional youthful competencies. The development of competence then is free to flow along unconventional lines. This can become especially critical when the young person withdraws from school.

2. A sense of usefulness. School, work, family, and other roles do more than occupy time or produce money. They also are the grounds for social definitions of the self. One such is the feeling that the person has something to contribute, that what he does represents something which people value.

   When we examine the problem of usefulness, we find young people are denied access to those experiences that contribute a sense of usefulness among adults. Most perform no vital

*Jackson Toby, "Social Disorganization and Stake in Conformity," Journal of Criminal Law, Criminology and Police Science, Volume 48 (May-June, 1957), 12-17; Walter C. Reckless, Simon Dinitz and Ellen Murray, "Self Concept as an Insulation Against Delinquency," American Sociological Review, Volume 21 (December, 1956), 744-746; Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, Volume 24 (December, 1959), 783-791.

function (other than growing up), they make no important decision, they carry out no essential or valued tasks. The adolescent is not likely to sell cars (or anything else), teach, fix broken plumbing, sit on the city council, haul garbage, or any other tasks. There are very few opportunities indeed for young people to contribute anything which is seen as essential to the community in which they live. They are, in this sense, for the present, useless and irrelevant.

This irrelevance is no small part of the discontent that first led to adolescents' demands for "relevance" in the 1960s.

3. A sense of belongingness. School, work, family, political, and other roles serve through their active commitment to locate a person in a social world, to convey a sense that he "belongs." The work setting, the family scene, create settings and groups wherein the individual knows he has a place, where he knows that he "fits."

   One severely restrictive aspect of this mode of identity formation is that the educational process isolates young persons from the rest of the community. This separation, institutionally imposed, impedes the most simple of adult-youth communication processes. Youth are not permitted to know from experience the real adult world of politics or work, and conversely adults have little feeling for or understanding of the social world of adolescents. It is no wonder, then, that when problems like drug use emerge among the young, adults find themselves powerless to communicate, let alone understand and take constructive action to deal with the problem.

   This insulation of the adolescent by means of the school becomes particularly problematic in those community settings where in the eyes of vast numbers of its students the school has come to be viewed as a discredited institution. The high level of alienation, the increasingly high level of functional illiteracy, the lack of congruence between the "real" world and the school curriculum, and the isolation of youth from participation in governance found in many schools, in the absense of other legitimate institutional experiences, virtually assures that vast numbers of students will have no access to roles which establish them as legitimate, meaningful persons. They will hang around, float or drift, as a consequence of the fact that they are institutionally adrift. Where is a sixteen-year-old male to go when he has dropped out of school, when the economy provides no work opportunity to the teenager? The issue in these situations is not whether a sense of belonging is fostered by the school as currently constituted has any prospect of becoming a significant enough experience for the youngster to offer some promise for positive identity. The problem is virtually that of creating new educational designs capable of capturing the loyalties of the young as a basic condition for their favorable socialization.

4. A sense of power or potency. One of the awesome features of contemporary existence is our collective vulnerability to feelings of powerlessness. The problem transcends the limited boundaries of

what we traditionally label "political." It has to do with our ability to exercise some control over those persons, organizations, or institutions around us which are, or are attempting, to control us.

What is involved is a peculiar imbalance in youth-adult relations. The young are to be held accountable by adults for their behavior, but adults are not to be constrained by adolescents. Friedenberg has astutely sized up this problem, noting in the specific instance of school attendance laws:*

> *Compulsory school attendance, however, is provided by a law which recognizes no obligation of the school that the students can enforce. He cannot petition to withdraw if the school is inferior, does not maintain standards, or treats him brutally. There are other laws, certainly, that set standards for school construction and maintenance, the licensing of teachers, techniques of discipline, and so forth; and proceedings under these may be invoked if the school does not abide by them. But they do not abate the student's obligation to attend the school and accept its services. His position is purely that of a conscript who is protected by certain regulations but in no case permitted to use their breach as a cause for terminating his obligation.*

With regard to these four particular features of legitimate identity in adult life, what is central is their institutional character. The feelings of competence, meaningfulness, belongingness, and political potency derive from roles in the work world especially, but also in such institutional arenas as politics, the family, recreation, or cultural activities. These are not things which people generate by themselves. They come from the social world outside, and from particular kinds of institutions in that world.

While many factors are operating to reduce youthful dissidence and conflict, one distinctive feature of the adolescent experience is that it is a transitional state, oriented toward the promises of adulthood. Conventional students are likely to see learning in school, for example, not as an end in and of itself, but as a necessity in order to earn the grade to earn the credits to complete the diploma, to get the bachelor's degree, to enter graduate or professional school, or to find a decent job as an adult. Using such logic, the adolescent is likely to make sense of his present world not solely on the basis of immediate rewards, but on what he assumes will happen to him in the future.

This promised future can be used, then, as a way of dealing with problems of the present. A little boredom here, or a dull teacher there can be shrugged off, since after all, what really counts is what happens "later."

*Edgar Z. Friedenberg, Coming of Age in America. (New York: Random House, 1965) p. 42.

CONCEPTUAL STYLE, LEARNING ENVIRONMENT,

The literature of psychology, sociology, and education contains a plethora of studies of the content of attitudes, values, and beliefs, and a multitude of definitional attempts at "needs," "self-concept," et cetera. More recently, researchers have turned to structure and how people process information about objects, events, and people. Milton Rokeach's "open and closed mind," Lawrence Kohlberg's cognitive stage sequence of moral development, and George Kelly's "personal constructs" are notable contributions to this research on structure and process.

However, research by Harvey, Hunt, and Schroder* which was focused upon information processing capacities revealed increasingly complex levels of personality development. They identified four types of orientations: motivational orientation, value orientation, sensory orientation, and cognitive orientation. (The cognitive orientation is the most fully developed by their research.) Personal growth was found to be related to learning environment conditions, with the critical factor being an appropriate match between the learning environment and the information processing orientation of the learner.

Harvey, Hunt, and Schroder's research findings (and later findings by David Hunt) challenge the simple rubrics about the developmental benefits of "open" or "closed," "democratic" or "authoritarian" educational settings as mutually exclusive panaceas. Rather, their research suggests a need for environments designed about the developmental stage of the learner. The values educators' task is to facilitate a learning environment tailored to the stage of the learner --but an environment which also pulls the learner to the next higher stage. The developmental stages and the matching educational environment are described by Bruce Joyce as follows:**

CHARACTERISTICS OF STAGE	OPTIMAL TRAINING ENVIRONMENT
I. This stage is characterized by extremely fixed patterns of response. The individual tends to see things evaluatively, that is, in terms of rights and wrongs, and he tends to categorize the world in terms of	In order to produce development from this stage, the training environment needs to be reasonably well-structured, because this kind of person will become even more concrete and rigid under an overly

*See O.J. Harvey, David E. Hunt, and Harold M. Schroder, Conceptual Systems and Personality Organization (New York: John Wiley & Sons, 1961); Harold M. Schroder, Michael J. Driver, and Siegried Streufert, Human Information Processing (New York: Holt, Rinehart & Winston, Inc., 1967); David E. Hunt, "A Conceptual Level Matching Model for Coordinating Learner Characteristics with Education Approaches," Interchange: A Journal of Educational Studies, Volume 1, no. 2 (1970).

**Bruce Joyce and Marsha Weil, Models of Teaching (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), pp. 303-305.

stereotypes. He prefers unilateral social relationships, that is, those which are hierarchical and in which some people are on top and others on the bottom. He tends to reject information which does not fit in with his present belief system or to distort the information in order to store it in his existing categories.

II. In this stage the individual is characterized by a breaking away from the rigid rules and beliefs which characterized his former stage. He is in a state of active resistance to authority and tends to resist control from all sources, even non-authoritative ones. He still tends to dichotomize the environment. He has difficulty seeing the points of view of others, and difficulty in maintaining a balance between task orientation and interpersonal relations.

III. At this stage, the individual is beginning to re-establish easy ties with other people, beginning to take on the point of view of the other, and in his new-found relationships with other people has some difficulty maintaining a task orientation because of his concern with the development of interpersonal relations. He is, however, beginning to balance alternatives and to build concepts which bridge differing points of view and ideas which apparently contradict each other.

IV. The individual is able to maintain a balanced perspective with respect to task orientation and the maintenance of interpersonal relations. He can build new constructs and beliefs, or belief systems, as these are necessary in order to accommodate to changing situations and new information.

open social system. At the same time, however, the environment has to stress delineation of the personality in such a way that the individual begins to see himself as distinct from his beliefs and begins to recognize that different people, including himself, have different vantages from which they look at the world, and that the rights and wrongs in a situation, and the rules in a situation, can be negotiated. In summary, the optimal environment for him is supportive, structured, fairly controlling, but with a stress on self-delineation and negotiation.

The delineation of self which is suggested above is now taking place, and the individual needs to begin to re-establish ties with others, and to begin to take on the points of view of others, and to see how they operate in situations. Consequently, the training environment needs to emphasize negotiation in interpersonal relations and divergence in the development of rules and concepts.

The training environment at this point should strengthen the re-established interpersonal relations, but an emphasis should also be placed on tasks in which the individual as a member of the group has to proceed toward a goal as well as maintaining himself with other individuals. If the environment is too protective at this point, the individual could be arrested at this stage and, while he might continue to develop skill in interpersonal relations, would be unlikely to develop further skill in conceptualization or to maintain himself in task-oriented situations.

While this individual is adaptable, he no doubt operates best in an interdependent, information-oriented, complex environment.

In addition, he is able to negotiate with others the rules or conventions that will govern behavior under certain situations, and can work with others to set out programs of action and to negotiate with them conceptual systems for approaching abstract problems.

The values educator might well contrast this stage sequence with those set forth by Lawrence Kohlberg and by Robert Selman. Or the stage sequence might be contrasted with the assumptions of Carl Rogers and B. F. Skinner. Or the optimal educational environmental might be contrasted with the group organization theorists (McGregor) and the group process-human relations theorists (J. R. Gibb). Beyond such comparisons, the values educator might ask what answers Harvey, Hunt, and Schroder's findings suggest when the following questions are raised:

1. If open-mindedness and affirming, accepting persons are a main educational goal, what kind of learning conditions help to bring this about?

2. What difference does it make whether the source of information, rewards, procedures, goals, and standards in personal and group performance is the teacher or the group of learners (teacher and students)?

3. How might conditions at home or in school arrest development? How can a parent or teacher-facilitator prevent this from happening?

4. Do rigid, dominative environments produce closed, rigid persons? And do open, interdependent environments produce persons with flexible conceptual systems and open minds?

DEFINITIONS OF MOTIVATION

"To motivate is to arouse and maintain goal-directed activity."

"To motivate is to move self and/or others to act."

"To motivate is to create general ideas of desirable future states which can be attained through selective systems and sets of actions."

"To motivate is to move self and/or others to take action toward a desirable future condition."

"To motivate is to give intention, a purpose, or a goal toward which self and/or others will take action."

THEORY X

1. Persons inherently dislike work (school, studying) and will avoid it if they can.

2. Persons must be coerced, controlled, directed, and threatened in order to make them work (study, learn).

3. The average person prefers to be directed, wants to avoid responsibility, and has low achievement goals.

THEORY Y

1. The expenditure of physical and mental effort in work (school, studying) is as natural as play or rest.

2. Persons can exercise self-direction and self-control in the service of objectives to which they are committed.

3. The average person learns, under proper conditions, not only to accept but to seek responsibility.

Transparency

I

USE

POSITION AS THE TEACHER

TO INDUCE

ACCEPTANCE / COMPLIANCE

Extrinsic
Motivation

USE

POWER

↓

TO INDUCE

↓

COMPLIANCE

Extrinsic
Motivation

USE

REWARDS

TO INDUCE

COMPLIANCE

Extrinsic
Motivation

Transparency

IV

USE

PERSONAL ATTRACTIVENESS

↓

TO INDUCE

↓

IDENTIFICATION (MODELLING)
(IMMITATION)

Extrinsic
Motivation

Transparency

USE

GROUP AFFILIATION

TO INDUCE

CONFORMITY/IMMITATION

Extrinsic
Motivation

Transparency

USE

CREDITABILITY

TO INDUCE

INTERNALIZATION

Intrinsic
Motivation

LEVELS OF MOTIVATION APPROACHES

VI CREDITABILITY/INTRINSIC

V GROUP AFFILIATION

IV PERSONAL ATTRACTIVENESS

III REWARDS

II POWER/NON-REWARDS

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I STATUS AS THE TEACHER

ELEMENTS OF BUILDING MOTIVATION TO LEARN

1. Classroom Climate: Physical Conditions
   Social/Peer Group Conditions

2. Goal-Setting Toward Desirable Futures (Pay-off):
   Short-term
   Long-term

3. Finding Suitable Rewards

4. Building Expectancy of Success

5. Giving Good Feedback

6. Building Self-Esteem

7. Serving Up Appropriate Role/Competency Models

8. Developing Intrinsic Motives to Learn --
   Taking Personal Responsibility for Learning